MINISTRY OF EDUCATION AND TECHNICAL EDUCATION

2023/ 2024

PRIMARY 2
DISCOVER



FOREWORD

This is a pivotal time in the history of the Ministry of Education and Technical Education (MOETE) in Egypt. We are embarking on the transformation of Egypt's K-12 education system starting in September 2018 with KG1, KG2 and Primary 1 continuing to be rolled out year after year until 2030. We are transforming the way in which students learn to prepare Egypt's youth to succeed in a future world that we cannot entirely imagine.

MOETE is very proud to present this new series of textbooks, Discover, with the accompanying digital learning materials that captures its vision of the transformation journey. This is the result of much consultation, much thought and a lot of work. We have drawn on the best expertise and experience from national and international organizations and education professionals to support us in translating our vision into an innovative national curriculum framework and exciting and inspiring print and digital learning materials.

This transformation of Egypt's education system would not have been possible without the significant support of Egypt's current president, **His Excellency President Abdel Fattah el-Sis**i. Overhauling the education system is part of the president's vision of 'rebuilding the Egyptian citizen' and it is closely coordinated with the ministries of higher education & scientific research, Culture, and Youth & Sports. Education 2.0 is only a part in a bigger national effort to propel Egypt to the ranks of developing countries and to ensure a great future to all of its citizens.

Reviewed by

The General Administration for Planning and Formulating Curriculum

Supervised by

Dr Akram Hassan

Head of the Central Administration for Curriculum Development

WORDS FROM THE MINISTER OF EDUCATION & TECHNICAL EDUCATION

It gives me great pleasure to celebrate this crucial stage of comprehensive and sustainable development, an epoch in which all Egyptian people are taking part. This pivotal stage necessitates paving a foundation for a strong educational system which yields a generation that is not only capable of facing the major challenges the world is witnessing today, but one that also has complete possession of the skills of the future.

At a time when our world is witnessing successive industrial revolutions, the Egyptian state is keen on empowering its citizens by establishing a top-notch educational system that invests in its children the expertise required to get them to compete at both a regional and global level. This dictates that our educational system has at its core an emphasis on skills development, deep understanding, and knowledge production. This can only be done through modern curricula that keep up with the changes taking place globally— curricula which prioritize the development of skills and values, and the integration of knowledge. They are also curricula that focus on the provision of multiple learning sources, and integration of technology to enrich the educational process and to improve its outcomes, while addressing the most important contemporary issues.

To achieve this, we must all join hands to continue to revolutionize our education, and to support it with all that is required to transform it into a globally pioneering educational system.

My warmest regards to you, dear students, and my deepest gratitude to my fellow teachers.

Professor Reda Hegazy

Minister of Education & Technical Education

NAME: --

CONTENTS

TERM 1

A DAY IN MY LIFE



I am Egyptian

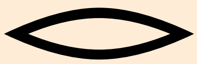
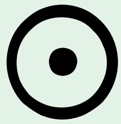
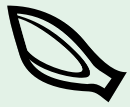
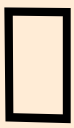
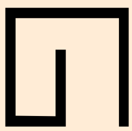
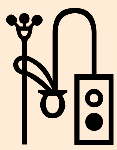
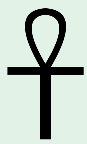
I am so proud of my ancient history, and the creativity of the Ancient Egyptian Civilization which recoreded its acheivements, thanks to the ancient Egyptian's invention of the hieroglyphic language. I am proud to be Egyptian and to be born on Egypt's land.



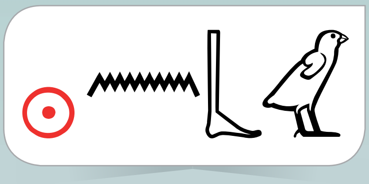
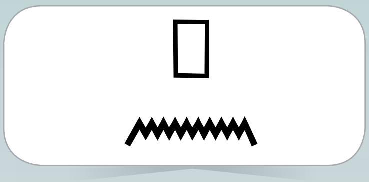
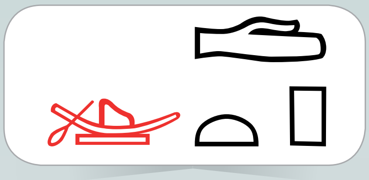
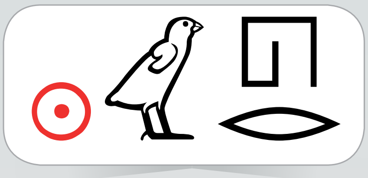
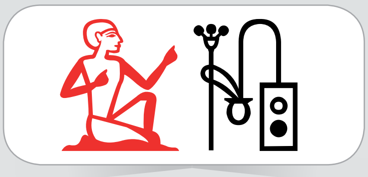


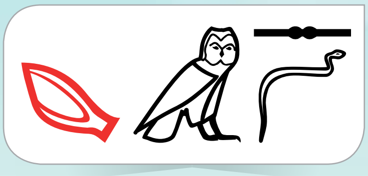
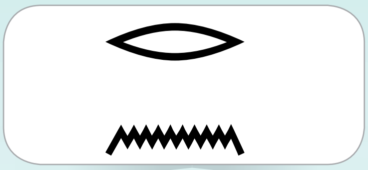
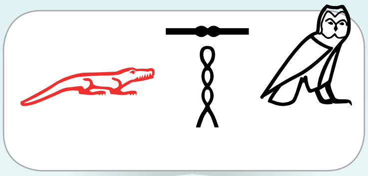
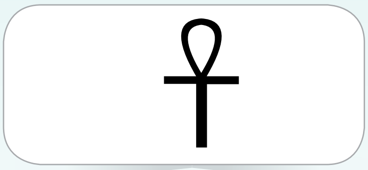
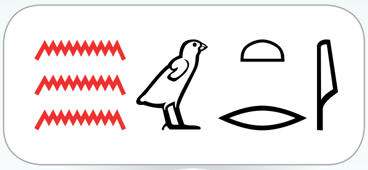
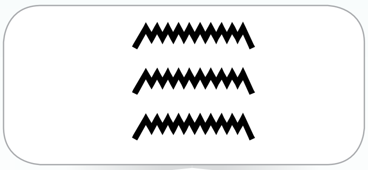
Hieroglyphic Writing

Some hieroglyphic signs:

Hieroglyphic signs	Pronunciation	Hieroglyphic signs	Pronunciation
 mouth	r	 sun	Ra
 plait	h	 cow's ear	sim
 stool	p	 folded cloth	s
 entrance of a house	h	 crocodile	msh
 scrib's tools	ssh	 shoelace (key of life)	ankh

Hieroglyphic Words

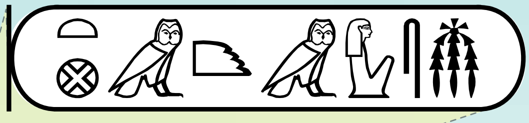
The hieroglyphic signs	Pronunciation	The meaning
	wbn	rise
	pn	this (for masculine)
	dpt	boat
	dpt	this (for feminine)
	hrw	day
	ssh	scribe

The hieroglyphic signs	Pronunciation	The meaning
	sim	hear
	rn	name
	msh	crocodile
	ankh	life
	itrw	river
	mw	water

Birth certificate:

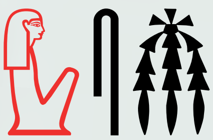
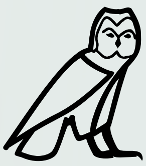
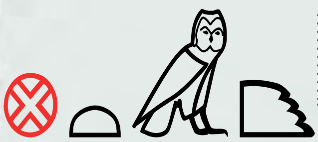
Egypt's name appears in hieroglyphs on both sides of the birth certificate repeatedly, as follows:





- Pronunciation: "ms m Kmt".
- Meaning: "Born in Egypt"

Words of the sentence:

The hieroglyphic word	Pronunciation	The meaning
	ms	born
	m	in
	kmt	Egypt

MEET NOUR'S FAMILY

Follow along as the teacher reads the story.

Hi! My name is Nour. I am 7 years old. I live in Cairo. I have a big sister named Sara and a little brother named Samir. We live with our mom, dad, grandma, and grandpa. We live in a tall apartment building. I also have an aunt, an uncle, and two cousins. They live in Cairo near us.





Everyone helps in my house.

My mom and dad work during the day.

My grandma and grandpa take care of my brother, Samir.

Grandma goes to the market to buy food. Grandma also cooks dinner. My big sister Sara and I help her prepare dinner. After we eat, everyone cleans the kitchen.

Dad helps my sister and me with our homework.

My mom cleans the house. My big sister Sara helps my mom clean, too.

If something breaks in the house, my dad fixes it. When the leg of our table broke, my dad let me help fix it, too. I really enjoy being helpful to my family.



GOOD MORNING NOUR

Think about the problems Nour faces in the morning.
Follow along as the teacher reads.

I am very busy every day! First, my sister and I get ready for school. We have to share a bathroom. My sister Sara takes a long time to get ready. She makes us late sometimes.



My mom tells us to set a timer. This way, Sara will get ready faster.



Before we leave, we eat a quick breakfast. Grandma made us ful. I am still hungry. Grandma makes me a fruit salad as well. My sister and I walk to school together. The road can be very busy. I ask her to hold my hand. This way I stay safe. I am happy when we finally get to school. I wonder what we will do today!

PROBLEMS AND SOLUTIONS

Complete the graphic organizer. Record three problems that Nour faces, then write how she solves them.

PROBLEM	SOLUTION
1- 2- 3-	

MY PROBLEM AND SOLUTION

Write a problem you faced and mention how you solved it.

PROBLEM	SOLUTION

I CAN COOPERATE AT SCHOOL

Listen to each sentence. Circle the sentences that describe cooperation.

I share my materials.

I ignore my Shoulder Partner's ideas.

I use words like "please" and "thank you" with my classmates.

I treat my classmate with respect as we work together.

I never give up when I am working with a classmate.

I always want to use my idea and not my partner's.

Complete the sentence to tell what cooperation means.

Cooperation means ______________________________ .

Write examples for behaviors that show your respect to others.

NOUR SHOWS GOOD CITIZENSHIP

Follow along as the story is read. When you hear Nour being a good citizen, draw a smiley face next to that line in the text. In the story, circle an example of showing fairness, honesty, and respect.



At break time a classmate asked if she could sit with me. I said, "Yes." I made room at the table.



Outside, my classmates were arguing. They could not decide what to play. "Let's play football," I said. We can all play football together.

In the classroom, our teacher handed out our workbooks. My teacher gave me the wrong book. I raised my hand to let my teacher know. I did not want to write in someone else's workbook. She thanked me for my honesty. It always feels good when I do the right thing.

NOUR'S DAILY ROUTINE

As the story is read, listen for things Nour is doing that might stay the same from day to day. When you hear an example, show a Thumbs Up.



Each morning starts the same way. My alarm clock rings. I wake up. I get dressed. I brush my teeth and my hair. Grandma makes me breakfast. Sometimes grandma lets me choose what to eat.

Next, my sister and I walk to school. My sister walks me to my classroom.

I put away my school bag. I wonder what I will learn. We eat lunch in the afternoon.

Once school ends, I go home. I do my homework first. Then I get to choose what to do. Sometimes I read. Sometimes I play with my friends.



In the evening, my family eats dinner. After dinner we get ready for bed. Mom reads me a story. I cannot wait for another exciting day.

TIME TO TRY SOMETHING NEW

Write the things you MUST DO and things you WANT TO DO today.

PRIORITIES

MUST DO	WANT TO DO



STRATEGIES FOR PEACE

Put your pencil in the loop of a paper clip. Place this in the center of the circle. Spin the paper clip to stop on one of the techniques that achieve peace, then mention a situation from your personal life to clarify using this technique.



TAKING CARE OF ME



NOUR'S GROWING FAMILY

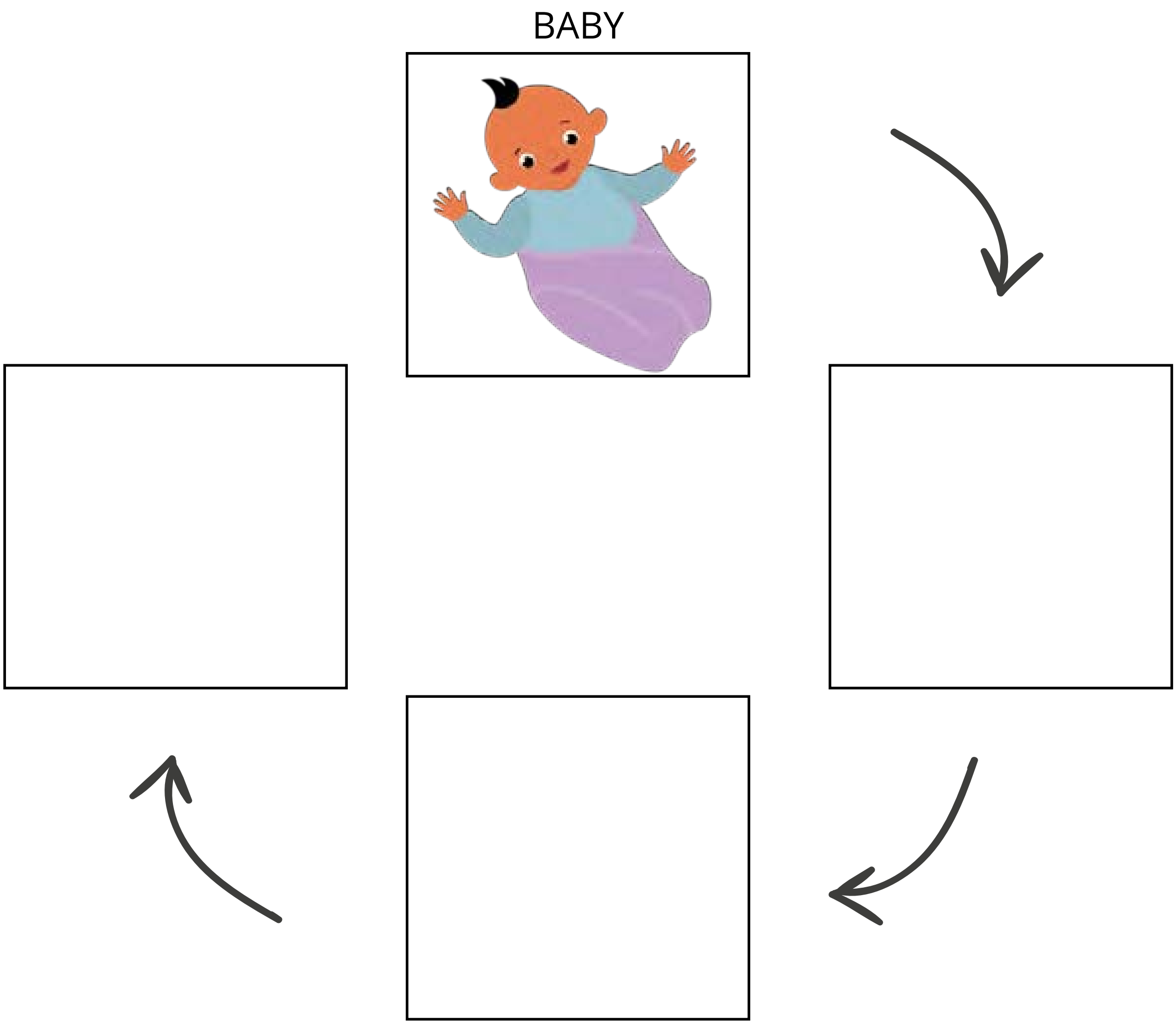
Follow along as the teacher reads aloud.

Hi again. I have exciting news. My aunt just had a baby. I have a new cousin. She is so small. She needs a lot of help. How do you think I can help her? I want her to stay safe and healthy.



THE BABY'S LIFE STAGES

Draw pictures to show how Nour's cousin will grow and change.



BABY BIRDS

Follow along as the teacher reads.

At my home I can see another baby. These babies are living in a nest. They are birds. Yesterday there were three eggs in the nest. Now I can see three new baby birds. I can see the mother bird taking care of the babies. She brings the babies food when they cry. She sits on them to keep them warm.I cannot wait to watch the baby birds grow up.



A BIRD'S LIFE CYCLE

Observe the bird's life cycle. What is happening between each stage?



FEEDING BABY BIRDS

Follow along as the teacher reads.

My mom told me the birds outside our home are called swallows. I like to watch the mother bird take care of the babies.

I watch her fly in the air.



Then I see her catch a bug.



At the nest she uses her beak to feed the babies.

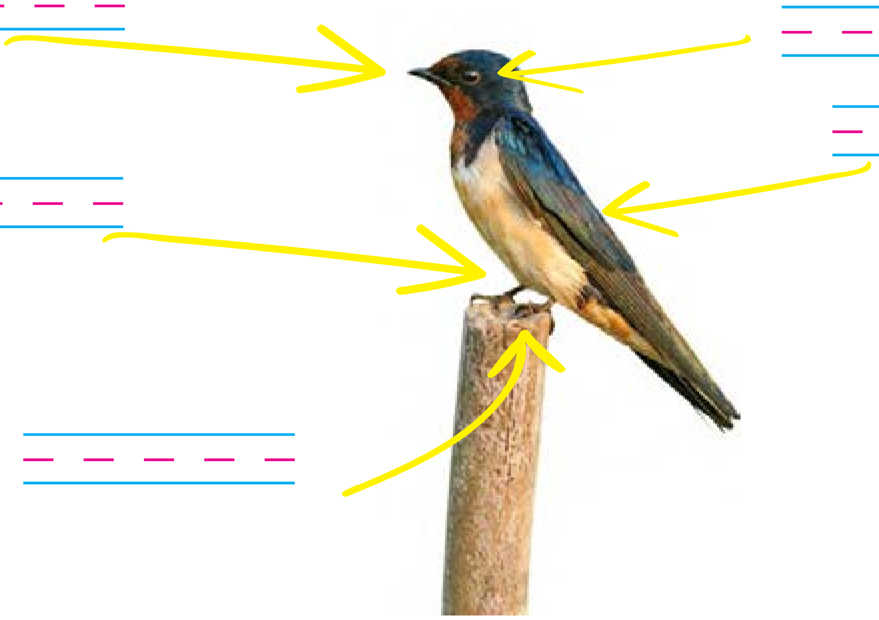


THE BIRD'S BODY

Label the body parts.

BODY PART WORDS

Legs | Eyes | Beak | Claws | Wings



I CAN EAT

Explain how your body parts help you eat. Use the following sentences

I use my ________ to ________

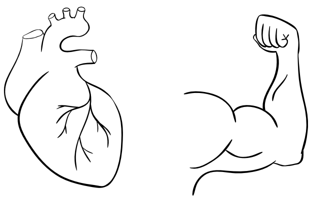
I use my ________ to ________

I use my ________ to ________

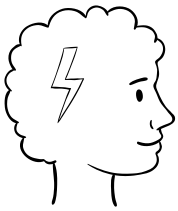
HOW HEALTHY FOODS HELP US

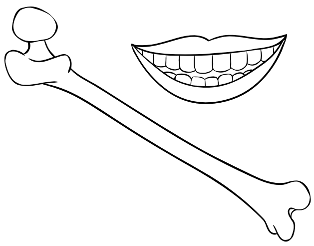
Match the food to how it helps your body. Complete the phrases that describe one benefit of each group.

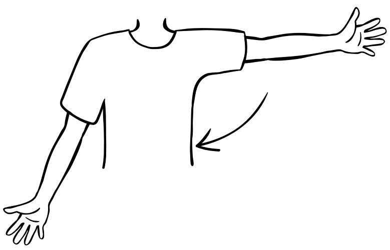
HOW IT HELPS YOUR BODY











FOOD GROUP

Milk, Yogurt, and Cheese

____

_ _ _ _ _ _ _

Builds strong ______________________.

Meat, Poultry, Fish, Dry Beans, Eggs, and Nuts

____

_ _ _ _ _ _ _

Builds strong ______________________.

Fruit

____

_ _ _ _ _ _ _

Provides ______________________.

Bread, Cereal, Rice, and Pasta

____

_ _ _ _ _ _ _

Provide ______________________.

Vegetables

____

_ _ _ _ _ _ _

Help us ______________________.

MAKING CHOICES

Listen for choices Nour and her sister make. When you hear a choice, show Thumbs Up. Consider how each choice affects other people.

After a fun day at school, my mother reminds me that I need at least 30 minutes of exercise. I like to listen to music while I exercise. Sometimes my mother tells me my music is too loud. My sister likes to go outside and practice her football kicks against a wall. She makes sure there are no windows where she is kicking.





When we finish exercising, we like to watch TV while dinner is cooking. My mother helps us stay healthy. She cooks meals that include all the food groups. Sometimes I do not want to eat my vegetables. My father tells me that eating my vegetables will keep me strong and healthy. If we stay healthy, we do not have to spend money to visit a doctor.

After dinner, I read or play quietly until bedtime. I have a specific time to go to bed every night because getting enough sleep helps my brain and body be healthy.

SOLVING PROBLEMS

1. Nour wants to practice football with Sara for 30 minutes and jump rope for 5 minutes. How many minutes will Nour exercise in all?
2. You have 60 minutes of free time. You decide to play for 40 minutes. How much free time do you have left after playing?

CLEANING VEGETABLES

Draw a "before" picture of the vegetable as it comes out of the soil. Draw an "after" picture after using all of the cleaning tools.

BEFORE	AFTER

How clean is the vegetable after using each cleaning tool?

Mark a 1 on the line to show your answer after using the towel. Mark other tools using 2, 3, and so on. Mark a W on the line after using water.

Very dirty | Dirty | Kind of dirty | Kind of clean | Mostly clean | Very clean

Record the number or letter used for each tool so you can remember.

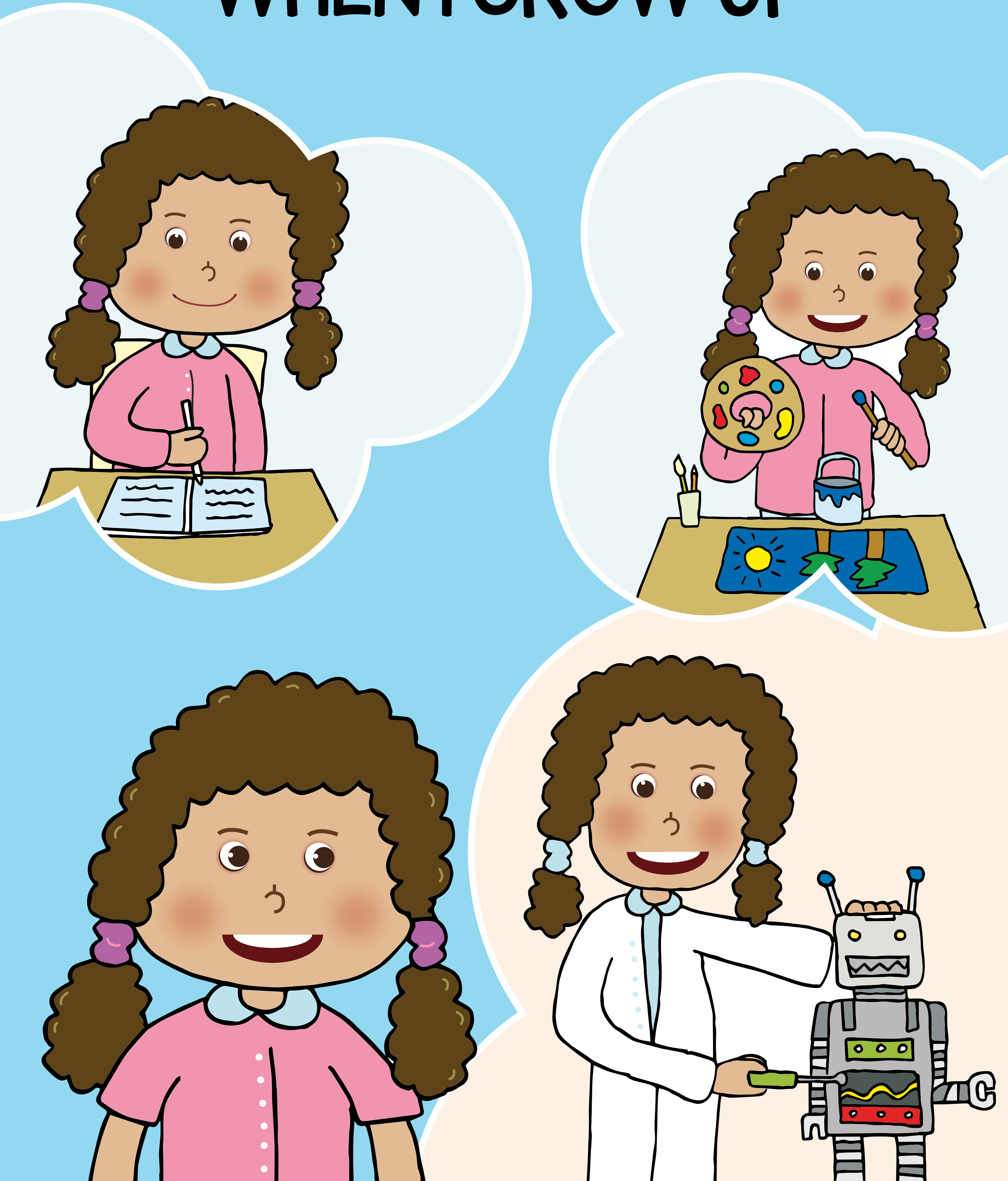
TOOL	NUMBER
towel	1
water	W

Cleaning vegetables that grow in the ground is important because

____

____.

WHEN I GROW UP



NOUR'S PARENTS

Follow along as the teacher reads aloud.



My dad is a construction worker in Cairo. He helps build new buildings. He wears a tool belt and a hard hat. The hat protects his head. His tool belt holds all his special work tools.



My mom works in a hotel. She is the concierge. She helps visitors find places to eat and things to do. She uses the phone and a computer to connect people and answer questions.

Draw a picture that expresses your interests in the opposite square.

PERSONAL INTEREST SURVEY

Put a check mark next to each activity that you enjoy.

Box 1

- ☐ Taking care of pets and animals
- ☐ Taking care of a garden
- ☐ Hiking and watching wildlife

Box 2

- ☐ Fixing things in your house
- ☐ Sewing or knitting
- ☐ Building things (with tools, blocks, and so on)

Box 3

- ☐ Selling things in your neighborhood
- ☐ Giving people advice on what to buy
- ☐ Using a cash register

Box 4

- ☐ Planning a trip or event
- ☐ Cooking, baking, and serving meals
- ☐ Playing sports or other activities

Box 5

- ☐ Designing experiments
- ☐ Finding solutions to problems
- ☐ Learning about computers

ANALYZING OUR SURVEY

Count how many checks you made in each box on the previous page. Write that number on the line in the matching box below.

Box 1 ________

Agricultural Jobs

- ☐ Taking care of pets and animals
- ☐ Taking care of a garden
- ☐ Hiking and watching wildlife

Box 2 ________

Industrial Jobs

- ☐ Fixing things in your house
- ☐ Sewing or knitting
- ☐ Building things (with tools, blocks, and so on)

Box 3 ________

Commercial Jobs

- ☐ Selling things in your neighborhood
- ☐ Giving people advice on what to buy
- ☐ Using a cash register

Box 4 ________

Tourism Jobs

- ☐ Planning a trip or event
- ☐ Cooking, baking, and serving meals
- ☐ Playing sports or other activities

Box 5 ________

STEM Jobs

- ☐ Designing experiments
- ☐ Finding solutions to problems
- ☐ Learning about computers

AGRICULTURAL

Observe the worker on the page. What task is the worker performing? What tool is being used?



INDUSTRIAL

Observe the worker on the page. What task is the worker performing? What tool is being used?



VISITING MY AUNT AND UNCLE

Follow along as the teacher reads aloud.

I visited my aunt and uncle at work today. First, I went to my aunt's store. She sells clothes to people. She listens to how much money people have to spend. Then she finds the perfect outfit that will cost less. She adds up the cost in her head. She counts money the customers give her.





Next, I went to my uncle's job. He is an IT systems engineer. He knows a lot about how computers work. He listens to workers describe what they need computers to do. He researches and chooses computer programs that can help. He installs new programs and manages them when something goes wrong. He writes reports to the owners of the company to keep them informed.

I WORK IN A HOTEL

Underline examples of school topics where Nour's mom works. Use the color guide below.

Math **Reading** **Writing** **Social Studies**

Hello, I am Nour's mother.

I work in a hotel in the city.

I am a concierge. A concierge helps guests.

I give suggestions for restaurants.

I share information about places to visit in the city.

Sometimes I help guests before they arrive.

I send emails to future guests to give them ideas for their trip.

I can even plan a daily schedule for a guest.

I love helping visitors enjoy the city.



JOB RESEARCH

As you research, complete this page.

Name of job ____________________

Description of job ____________________

____

Yearly (annual) salary ____________________

Do I wear a uniform? Yes/No	Do I travel for my job? Yes/No
Must I go to college? Yes/No	Do I work with people? Yes/No
Do I work on weekends? Yes/No	Can I work in a small town? Yes/No
Do I work outside? Yes/No	Do most cities have my job? Yes/No
Do I work in an office? Yes/No	Do I need special training? Yes/No

Do I use special tools? If so, what are they? ____________________

____

Other interesting facts: ____________________

____

WORLD AROUND ME CHAPTER 1

WHAT IS IN THE NIGHT SKY ?



PRIMARY 2

NOUR AND HOSSAM

Look at the illustrations. Read the story. Circle words you do not know.



Nour and her neighbor Hossam walk home from school. They hear a plane cross the sky.



Nour points to a cloud.

She says, “Look at the cloud.

It looks like my cat.”

Hossam says, “Yes, it does.”

Hossam points to another cloud.

“This one looks like a pillow.”

Nour smiles. She says, “Last night I saw the moon and the stars.”

Hossam says, “Sometimes I wonder. Why does the sky change so much?”

OBSERVING A PATTERN

Read the story and study Hamid's data. What pattern do you see? Using this pattern, help Hamid figure out what time Orion will rise for the next four nights.

Hamid lives in the desert. At night, he loves to look at the stars. He records his observations like a scientist. His favorite constellation is Orion. For one whole week, Hamid recorded the time he saw Orion appear.

NIGHT SKY	ORION'S RISE TIME
Sunday	8:36 p.m.
Monday	8:32 p.m.
Tuesday	8:28 p.m.
Wedensday	8:24 p.m.
Thursday	8:20 p.m.
Friday	
Saturday	
Sunday	
Monday	

1. What pattern do you see in Hamid's data?

2. With every night that passes, the rise time of the stars is getting:

earlier later

HOW BIG IS SOMETHING FAR AWAY?

Follow the steps in the experiment. Record your observations

1. Look at the Teacher's Object.

2. Hold up your hand while you look at the Teacher's Object so you can see your hand and the object at the same time. Circle your answer below.

The Teacher's Object is about as tall as:

My hand One finger One fingernail

3. Draw your hand and the Teacher's Object as you see it .

HOW BIG IS IT REALLY?

Follow the instructions. Record your observations.

4. When it is your turn, walk up to the Teacher's Object and place your hand next to it.

5. Circle what you observe to be the correct answer.

Compared to my hand, the Teacher's Object is:

taller the same size smaller

6. Draw your hand and the Teacher's Object as you see them together.

7. What has changed? ______________________________

HELPING MY HABITAT



OUR EGYPTIAN ENVIRONMENTS

Compare the different environments. Name each.







WHAT IS IN A HABITAT?

Look at the pictures. Write what you see in the box next to each picture.



DESERT



OCEAN



FOREST



CITY

BIRDS OF EGYPT

Read the information below. Think about and discuss the questions.

There are many species of birds in Egypt. Which birds live near you?
In what habitat might the birds live?

The egret is also called the Farmer's Friend.





The voices of female and male Egyptian geese are different.

The dove is common to many parts of Egypt.



WORLD AROUND ME CHAPTER 3

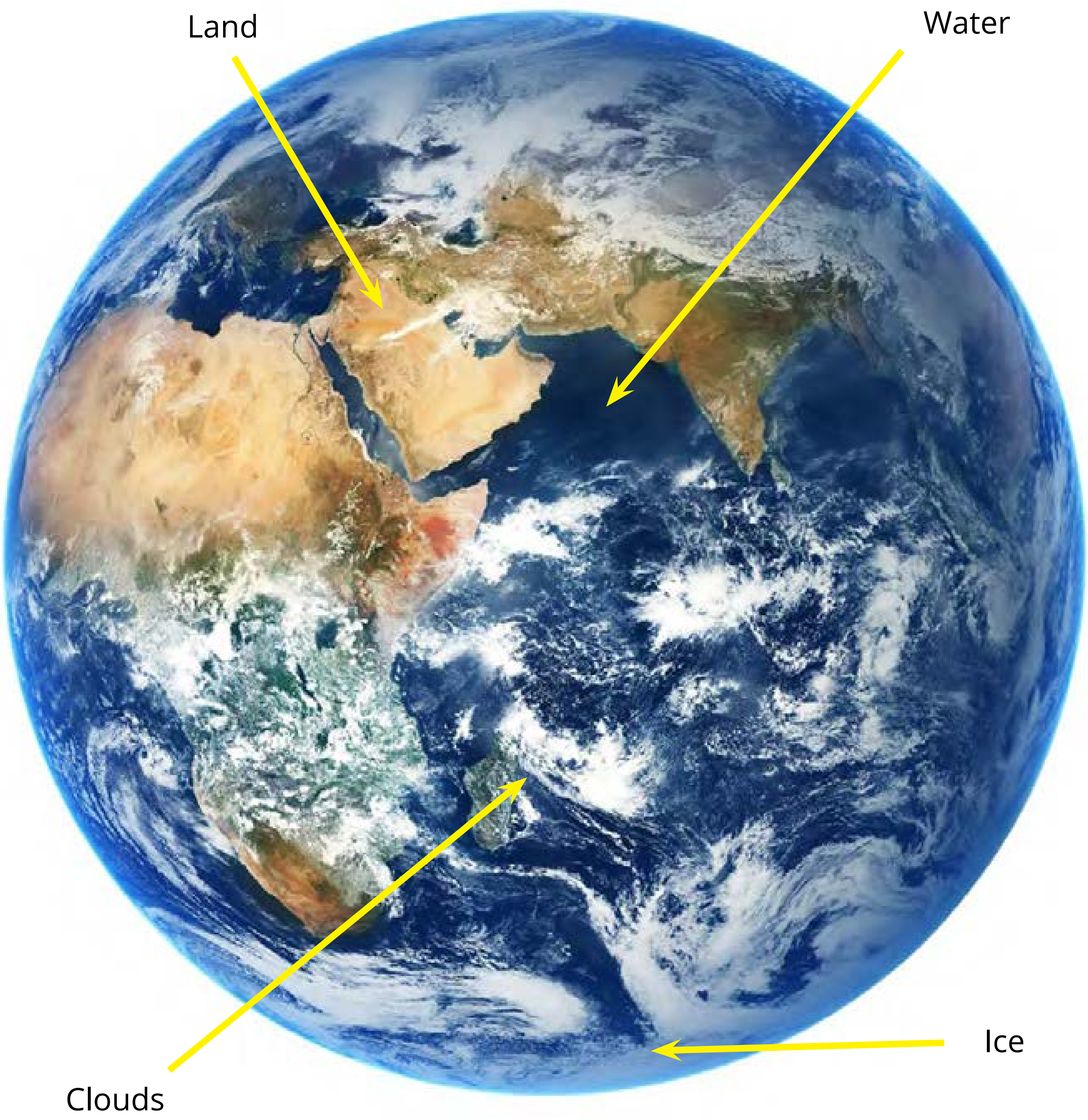
MONUMENTAL DESIGNS



OUR WORLD

Refer to the picture during class discussion.

Planet Earth from space. Can you find Egypt ?



WATER: SOLID, LIQUID, AND GAS

Look at the picture. Read the text. Circle and label the three forms of water using different colored crayons.



This picture was taken in a very cold place on Earth. An iceberg is a very large piece of ice floating in the ocean. Icebergs are often as tall as a six- to ten-story building. The tallest iceberg on record rose nearly 55 stories above the water. Large icebergs are also called ice mountains.

Water can be seen in all three forms in this picture: solid, liquid, and gas.

FRESH WATER

Look at the pictures. Read the text. Answer the questions.



This is a map of Egypt. Point to where you live.

The blue, curvy line running through the country is the Nile River.

What festival do we celebrate each year that involves the Nile River?

The boat is sailing on the Nile River. The Nile River is fresh water. How do we use the fresh water in the Nile River?



Where does fresh water come from?

NOUR AND HOSSAM VISIT A MONUMENT

Read the story with your Shoulder Partner. Circle new words you do not know. Discuss with your partner: What is a monument?

Nour and Hossam ride their bicycles. They stop at a statue at the park.

“Who is this?” asks Nour.

“There is a sign next to the statue. Let’s find out,” answers Hossam.

Nour and Hossam read the sign. Hossam says, “It says this is a monument. The statue honors the man who started our town. Did you know people made statues to honor someone? I thought statues were just decorations.

”Nour responds, “I have seen buildings that honor people and places like our pyramids. I saw another statue in the park. Let’s go to see who that statue honors.”





MONUMENTS OF EGYPT

What observations can you make about the monuments?







TICKET TO VISIT A MONUMENT

Create your ticket to one of the monuments showing on it

-The name of your monument

-The price.

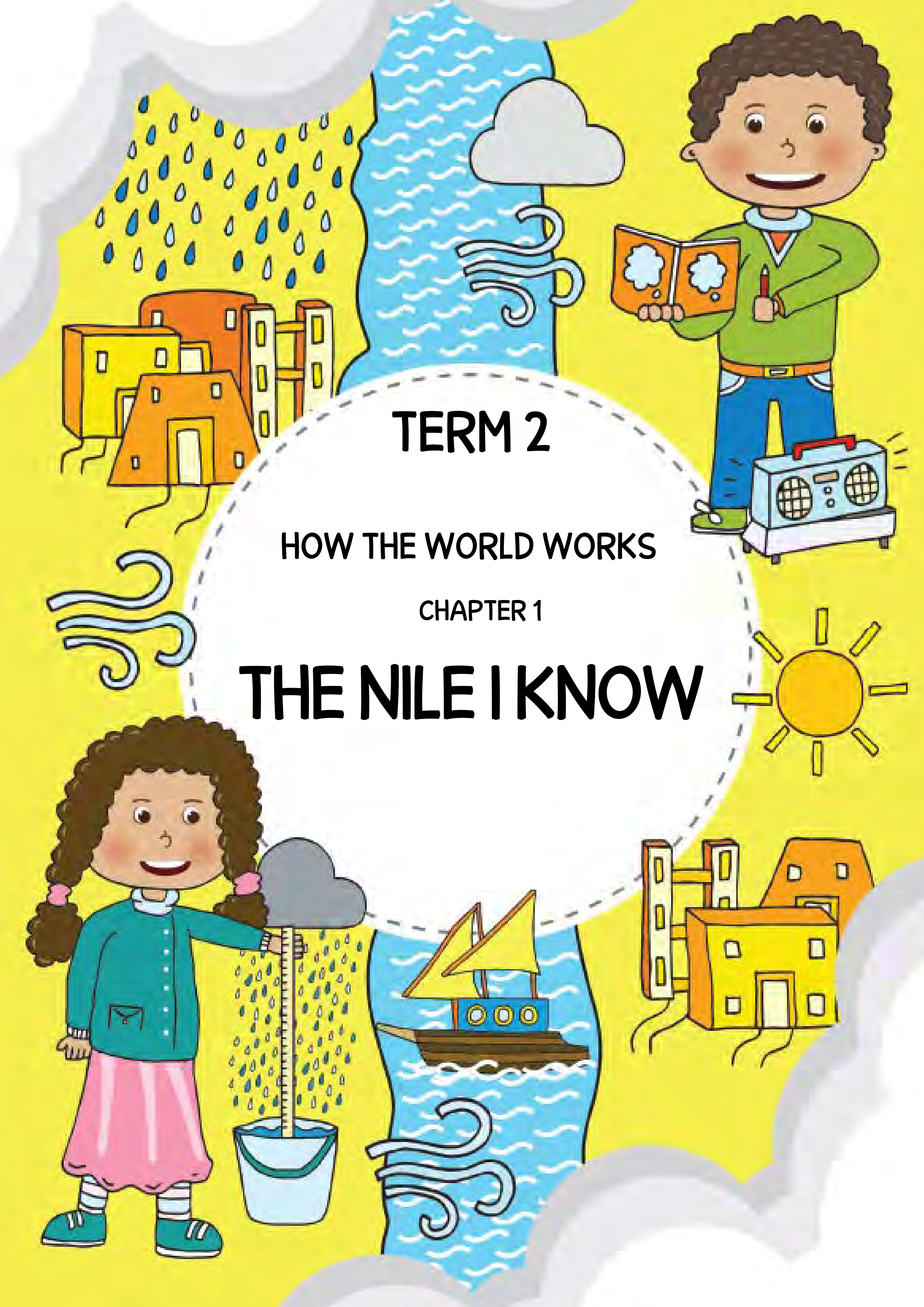


TERM 2

HOW THE WORLD WORKS

CHAPTER 1

THE NILE I KNOW



NOUR GETS EXCITING NEWS

Read the story. Circle words you do not know.

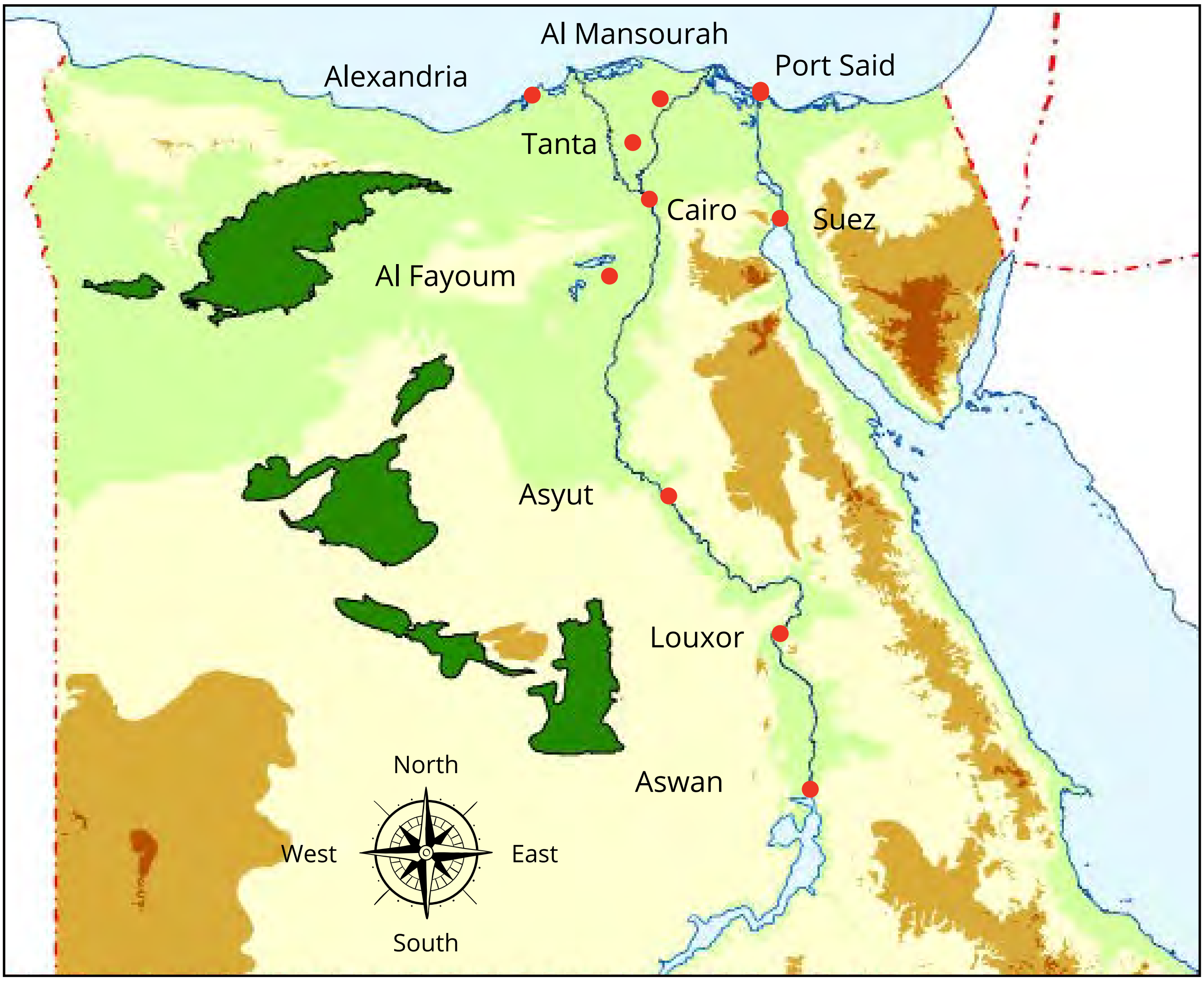
Most of the family was already eating when Nour came to the breakfast table. Grandma said, “Good morning, Nour. We have some exciting news for you.” “Good morning, Grandma. What is the news?” Nour replied. “May I tell her, Grandma?” Samir said, wiggling in his seat. “May I, please?”



“Of course, Samir,” Grandma answered. “Please tell Nour our news.”
“We’re going on a trip,” Samir said happily.
“This sounds fun! Where are we going?” Nour asked.
“That’s the important question,” Sara said. “We have to decide where we are going.”
“Oh, wow!” Nour said. “This is going to be fun.”

SAY HELLO TO EGYPT

Run your finger along the Nile River in the direction that it flows. Complete the legend at the bottom of the map.

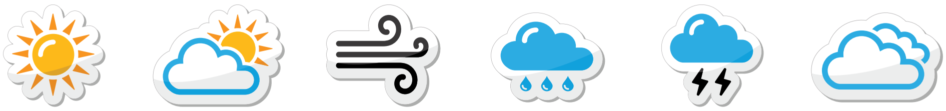


LEGEND

- ☐ ____________
- ☐ ____________
- ☐ ____________
- ☐ ____________

WEATHER IN EGYPT

Look at the map. Find where you live.





What can you infer from this map about the weather near where you live?

MY WEATHER REPORT

Fill in the blanks. Use the icons to report daily weather conditions.

We measure temperature with a _ _ _ _ _ _ _ _ _ _ _ and

wind speed with an _ _ _ _ _ _ _ _ _ _ _ .

WIND	Very windy	A little windy	No wind
SKY	Sunny	Partly cloudy	Cloudy

Day Number	Sky	Wind	Daytime Temperature	Nighttime Temperature
1			˚C	˚C
2			˚C	˚C
3			˚C	˚C
4			˚C	˚C
5			˚C	˚C
6			˚C	˚C
7			˚C	˚C

NOUR'S FAMILY MAKES PLANS

Read the story. Circle words you do not know.

When Nour came home from school, she found Grandpa and her brother, Samir, sitting at the computer.

"We are online," said Samir, smiling.

"Grandpa and I are planning our trip."

"Now, Samir," said Grandpa, "We will all plan the trip together. You and I are doing research for the trip."

"Okay," said Samir. "Nour, did you know that there are more than 100 pyramids in Egypt?" Samir showed Nour a picture of the pyramids in Giza taken from space.



"I have seen that picture in school," Nour said to her brother. "Do you think we could visit pyramids along our trip, Grandpa?"

"I have not been to Giza pyramids since I was much younger," said Grandpa.

"I would like to visit them. I would also like to see the pyramids in Saqqara. Would you?"

"Yes," said Nour, "I would like to see many pyramids as we travel."

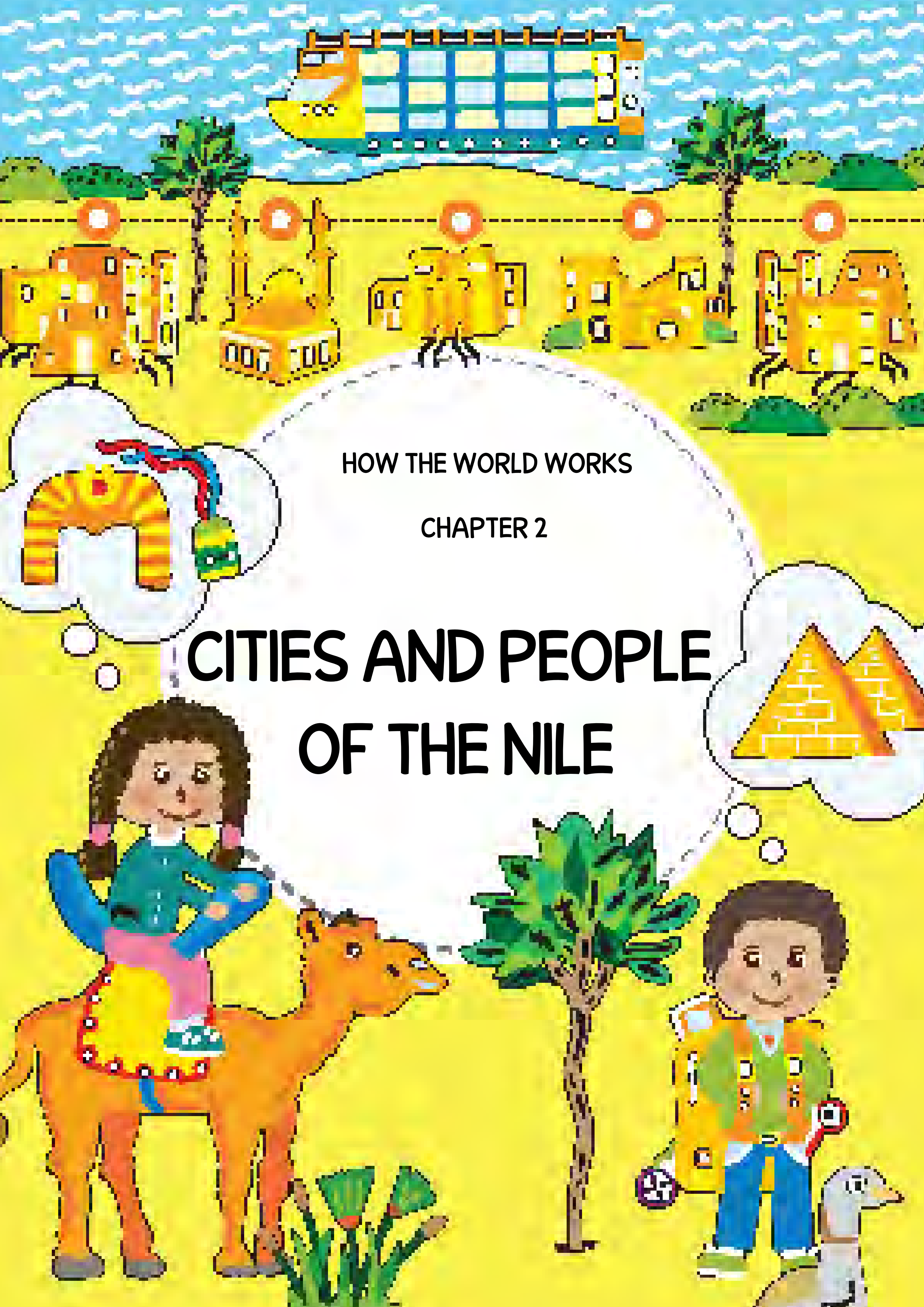
"Me, too," said Samir.

TOUR MY CITY

Use what you know about your city to create a schedule for tourists to visit.

In your opinion, who do you think would like to take your tour?

Identify four places to visit



HOW THE WORLD WORKS

CHAPTER 2

CITIES AND PEOPLE OF THE NILE

JOBS IN TRANSPORTATION

Read the text. Circle words you do not know. Answer the questions.

We need tickets to ride buses, trains, and airplanes. We often buy tickets online. Sometimes, we buy tickets at the station. The person who sells tickets is the **ticket agent.**



Buses: The person who drives the bus is the **bus driver.** People who keep the bus in working order are **mechanics.** A mechanic might also work on other vehicles.



Trains: The **railroad engineer** drives the train. The conductor takes your ticket once you are on the train. The **station master** is in charge of the railway station.



Airplanes: A very fun job is flying airplanes. The **pilot** flies the airplane, and the **co-pilot** helps the pilot fly the plane. **Flight attendants** make sure you are safe on a plane. The person who fixes airplanes is called an **airplane mechanic.**

1. What is the **station master's** job?

____

2. Who drives the train?

____

3. What does **a ticket agent** do?

4. What is the **mechanic's** job?

5. What does the **conductor** on a train do?

6. Who helps you understand safety measures on a plane?

7. Who helps the **pilot** fly the plane?



EGYPT IS BUSY

Read the text. Circle words you do not know. Underline each item that is made or grown in Egypt.

The people of Egypt are busy every day. They make products, grow crops, and provide a wonderful experience for tourists.



Steel is used to build bridges

Egypt produces steel. Steel is used to build machines, cars, buildings, bridges , and other things.



Making fabrics

Fabrics and clothing are important to our economy.



Raw Cotton

Cotton is an important crop grown in Egypt. Cotton is used to make threads and fabrics.



Dates

Dates and figs are grown in Egypt.

Wheat, corn, and rice are also common crops.

USING THE LAND

Read the text and complete the page with your ideas.

In Egypt, we use the land to grow crops for food, clothing, and other uses. The land also provides resources like coal, iron, and gold.



Digging resources out of the land is called mining. Iron is mined in the Aswan area. Gold and coal are also mined in Egypt.



List three crops that you know are grown in Egypt.



MADE IN EGYPT

Read each clue and choose the related object from the word bank to write on the line provided. Then draw pictures of sample items made in Egypt that also match the clue given.

Bus | Orange | Shirt | Bridge | Cotton | Refrigerator

Made of steel	Made of cloth
Used in your home	Has wheels
A fruit	A plant

BEAUTIFUL SITES

Record the name and location of the site in each image.







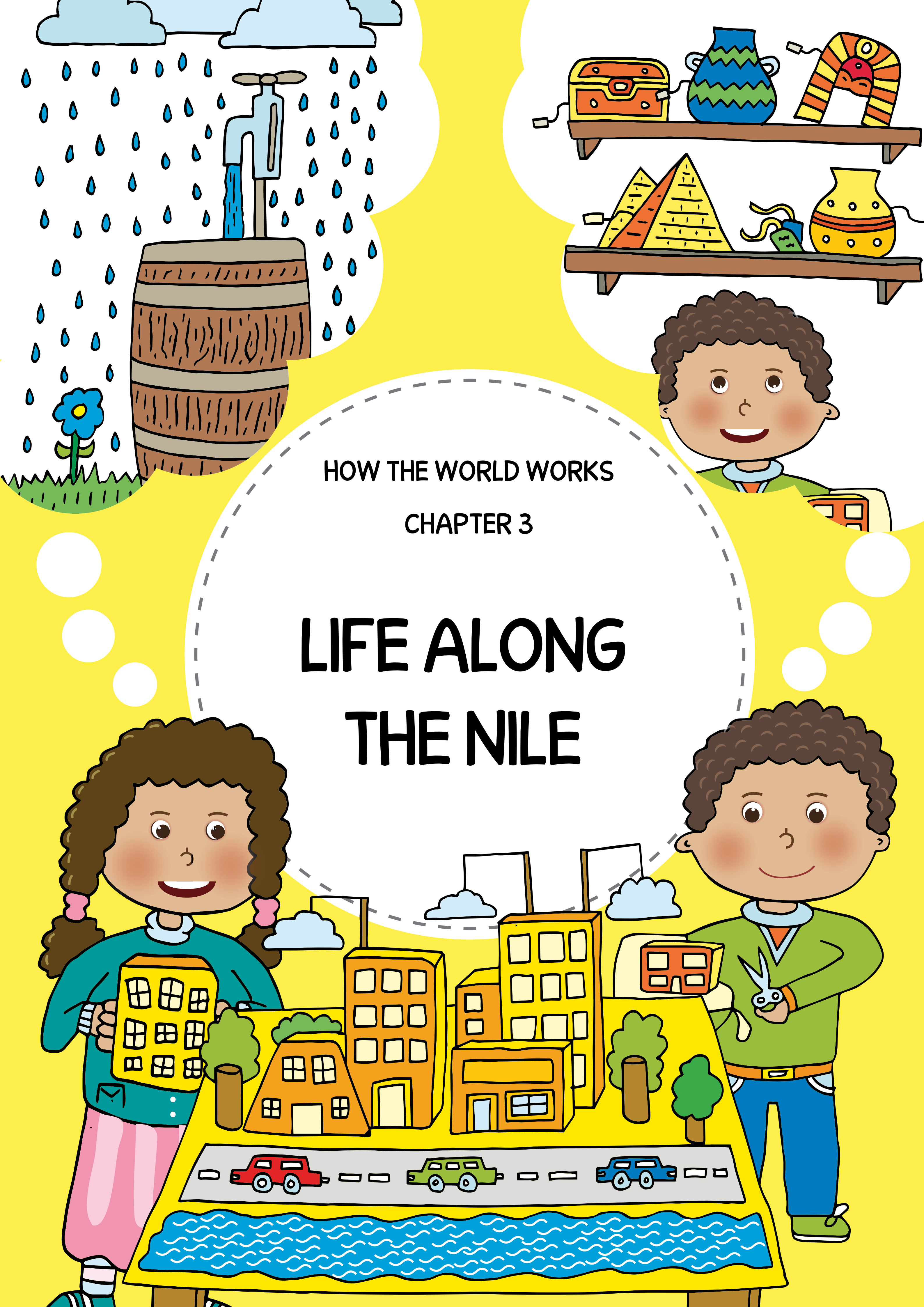


Write the tourist sites in your city.

HOW THE WORLD WORKS

CHAPTER 3

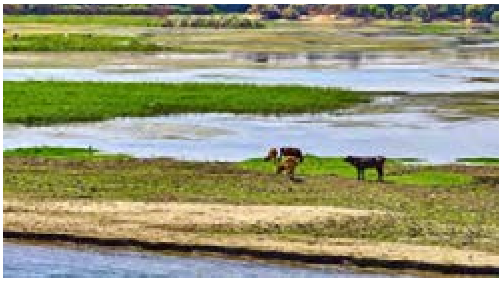
LIFE ALONG THE NILE



WATER, WATER, WATER

Look at the pictures. Read the text. Circle words you do not know.

Water is an important natural resource. Humans, animals, and plants need water to live.





Sometimes farmers have to bring water to their crops. The farmland does not get enough rain.

Humans have many uses for water. We drink, cook, and bathe with water. We also use water for washing dishes and cleaning up our house. Can you think of other ways that humans use water ?



FILTERING WATER

Follow the directions at each station. Record your observations.

What did the water look like before filtering?

Which filter cleaned water the best?

Did any of the filters remove the food coloring?

Do you think these filters would remove all possible pollutants from the water?

Why / why not? ?

Why should you not drink water directly from the river?

THE NILE'S AQUATIC ECOSYSTEM

Read the text. Circle words you do not know.

The Nile River is home to many kinds of fish, such as the Nile perch, tilapia, catfish, and tigerfish. Some fish are tiny. Some are very big, even bigger than you are.





The spiny eel lives in the Nile River. It looks like a snake, but it is a fish.

Many types of reptiles live near the Nile River. Crocodiles live in the Nile River. They eat fish, birds, frogs, and other animals in the river.

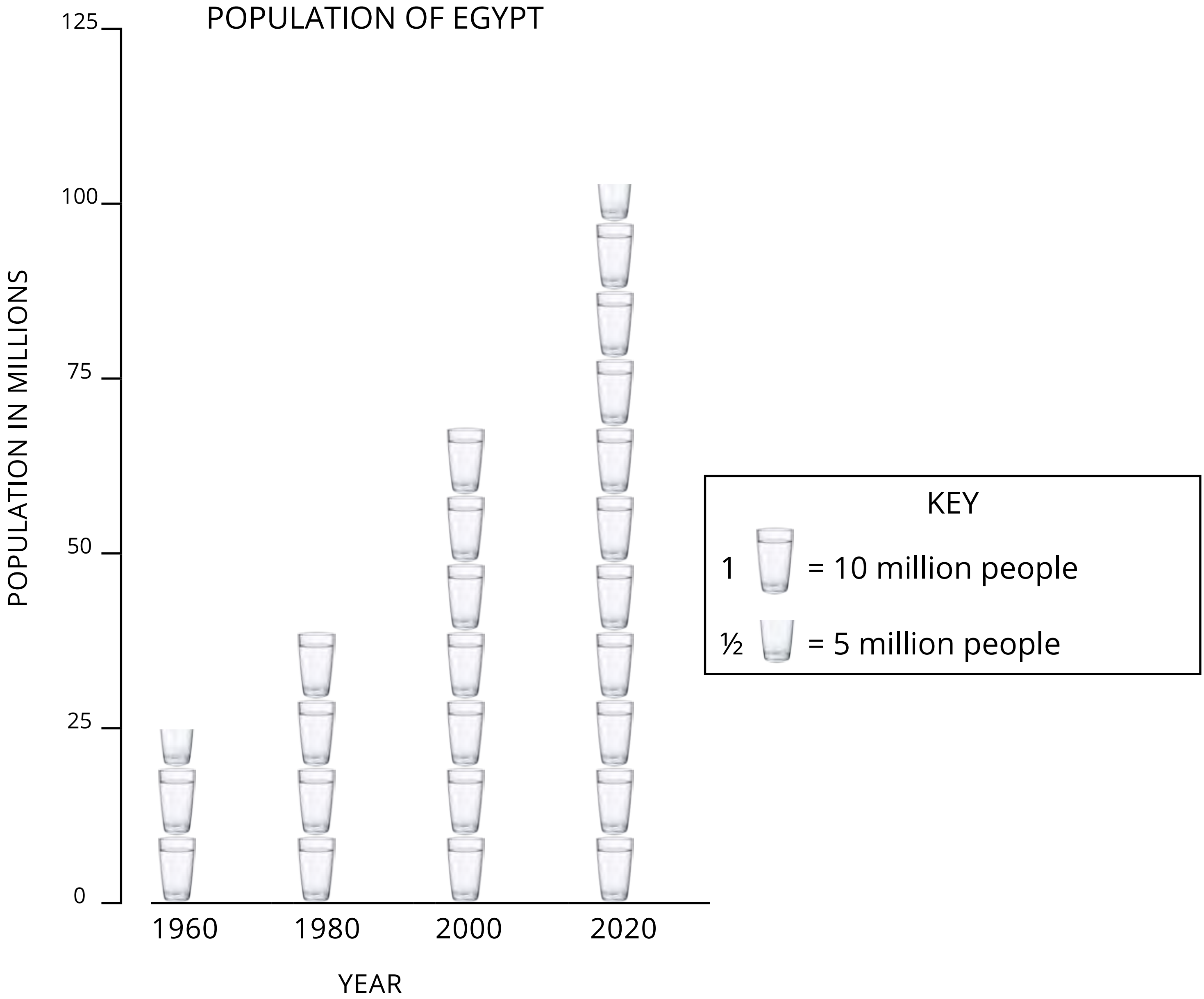




What animals do you know that live in the Nile?

EGYPT IS GROWING

Look at the chart during the class discussion. Answer the questions.



Based on this data, in what year was the population of Egypt the smallest? ....

In what year was the population the largest? ....

Circle the correct answer. The population is:

- Getting bigger
- Getting smaller
- Staying the same

USING ELECTRICITY AT HOME

Look at the home below. Circle places where electricity is being used.



SPOTLIGHT ON TECHNOLOGY

Read the text. Circle words you do not know.

Plastic garbage is a problem for the environment. Many of the plastic bags and bottles we use will still be around in 1,000 years. That is more than 10 human lifetimes. What if we could reuse or recycle some of those bottles?



An Egyptian teenager named Azza Abdel Hamid Faiad had a great idea. She developed a way to use plastic to make fuel. The fuel can be used to power vehicles.

Azza's idea helps solve two problems at once. It helps get rid of plastic waste. It also provides a source of energy.

MY PLAN TO CONSERVE RESOURCES

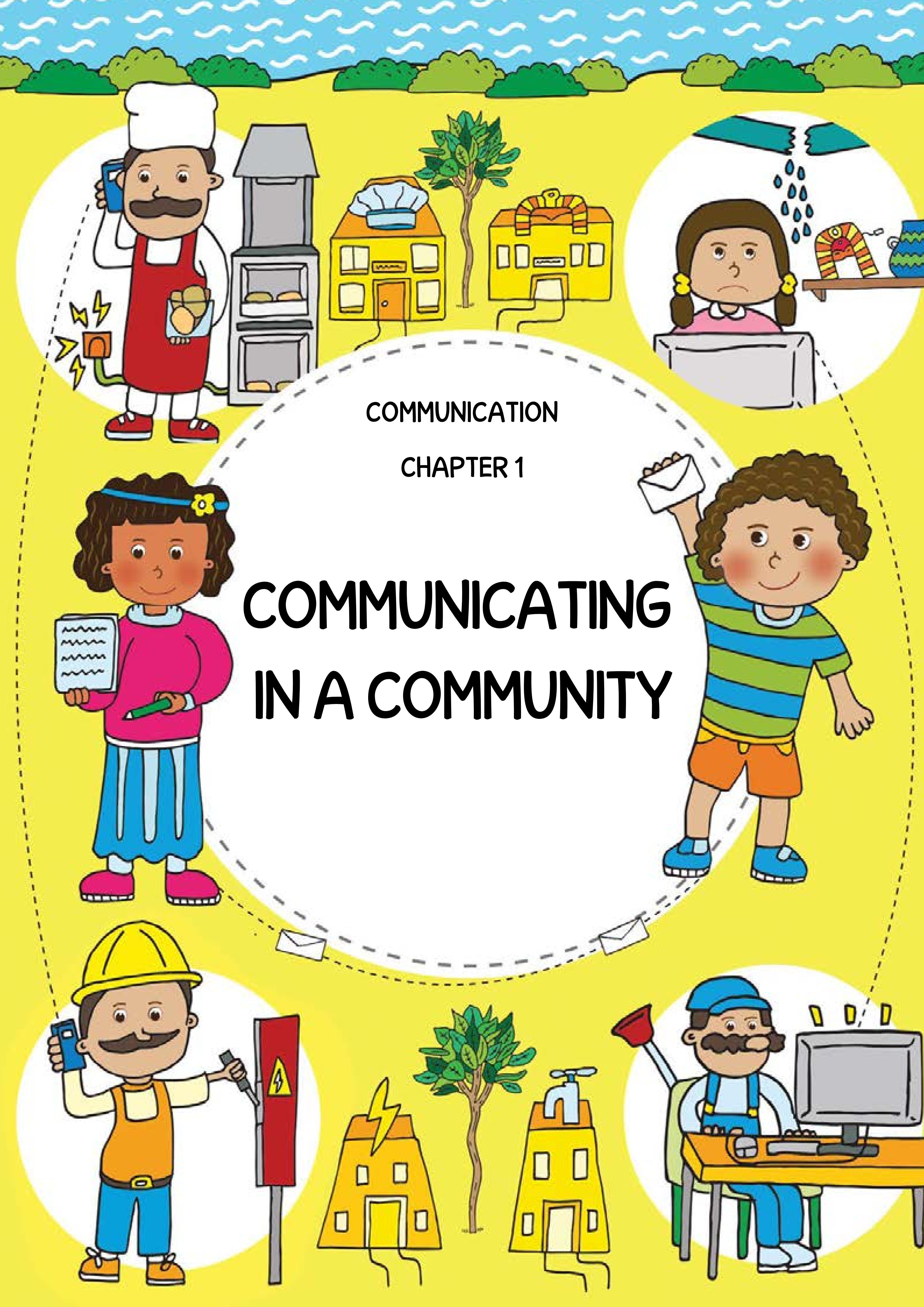
Write two or three sentences that explain how you plan to conserve water or electricity in your city.

We will help conserve (water / electricity) by:

COMMUNICATION

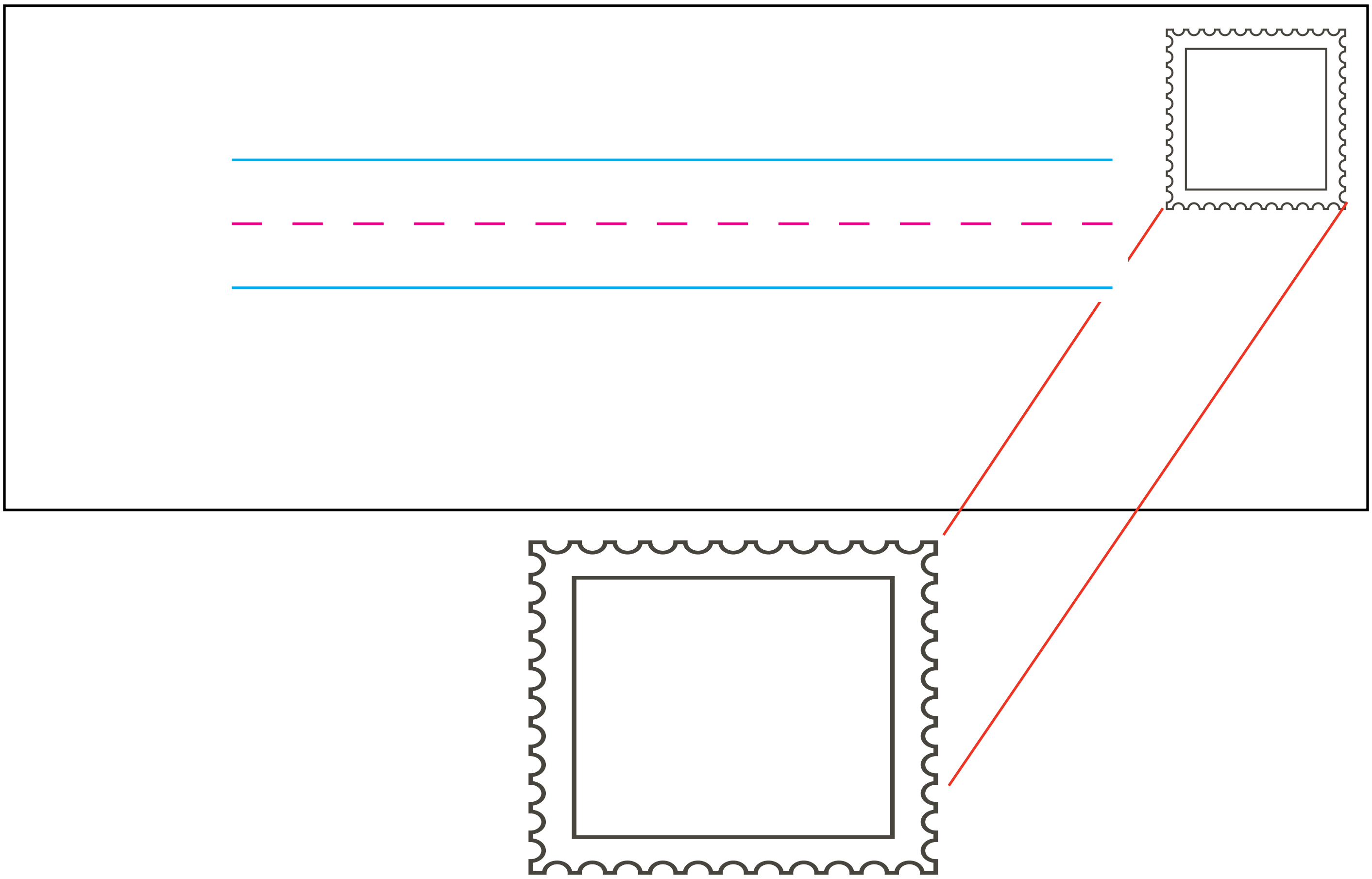
CHAPTER 1

COMMUNICATING IN A COMMUNITY



MAILING A LETTER

Practice addressing the envelope. Then, design a stamp.



SENDING AN EMAIL

Practice addressing and writing an email.

TO

Subject:

SEND

SCENARIOS

In your rows, discuss the scenario and how you would solve the problem. Then complete the sentences.

1. Your best friend takes a funny picture of you and posts it on social media. You do not think it is funny, and it hurts your feelings.

The problem is ____________________

I would ____________________

2. You send a text to your cousin and she thinks you are saying something mean to her.

The problem is ____________________

I would ____________________

3. You are using your mom's cell phone when it rings. You answer the phone and a voice you do not recognize asks for your address.

The problem is ____________________

I would ____________________

4. You are playing a game on a computer and a window pops up, asking you to buy more time. What do you do?

The problem is ____________________

I would ____________________

VERBAL AND NONVERBAL COMMUNICATION

Describe what is being communicated in each picture.













COMMUNICATION

CHAPTER 2

COMMUNICATING CULTURE



NOUR CELEBRATES EID AL FITR

Read the story. How are Nour's celebrations similar to your own?

Nour quickly put on the new clothes she just received. She was ready to go out and celebrate Eid Al Fitr with her friends.

Today was the third day of Eid Al Fitr and she could not wait to get to the carnival. Hossam was going to meet her there with his family.



She enjoyed seeing all the colorful lanterns lining the street, and eating the traditional cookies. The performers were always fun to watch.

But Nour's favorite thing to do was listen to storytellers tell traditional folktales. She also loved hearing the stories that her grandma would tell her.

Draw and write in a paragraph to express how your community celebrate Eid Al-Fitr

NOUR'S TRADITIONS

Circle two traditions mentioned in the story.



Nour wakes up early on Sham El-Nessim. Her mom is already in the kitchen. “Good morning Nour. Are you ready to dye some eggs?” “Yes,” Nour answered.

Every year, Nour, her brother, and her sister decorate eggs to start Sham El-Nessim. Her mom decorated eggs when she was young, too. She often tells Nour stories about dyeing eggs with her mother while they work.

After they finish dyeing the eggs, Nour gets dressed quickly to celebrate Sham El-Nessim with her family outside the house as every year.



Nour has a great idea. “Mom, what if we tried something different this year?” says Nour.

“Maybe, but we love being outside at the park.” replies Nour’s mom.

“What if we were outside on the Nile instead? Remember when we took the boat ride for grandma’s birthday? We can spend the day outside on the Nile.

“That way, Hossam’s family can be near the water too.” “Wow, what a great idea.“

You combined part of our tradition and part of your friend’s tradition. We can try something new this year,” says Nour’s mom.

ANALYZING TRADITIONS

Write in complete sentences to answer the questions.

What are the similarities and differences between Hossam's and Nour's traditions in celebrating Sham El-Nessim?

How were Hossam's traditions and Nour's traditions influenced by where they live?

How did their two different traditions combine to fit the culture of where they live now (in Cairo)?

Write about the traditions in your city to celebrate Sham El-Nessim.

RESEARCHING CULTURE

Choose a region or a city of Egypt. Then, work with your assigned group to conduct research and record notes in the organizer on what you learn.

CLOTHING:

FOODS:

CELEBRATIONS/EVENTS:

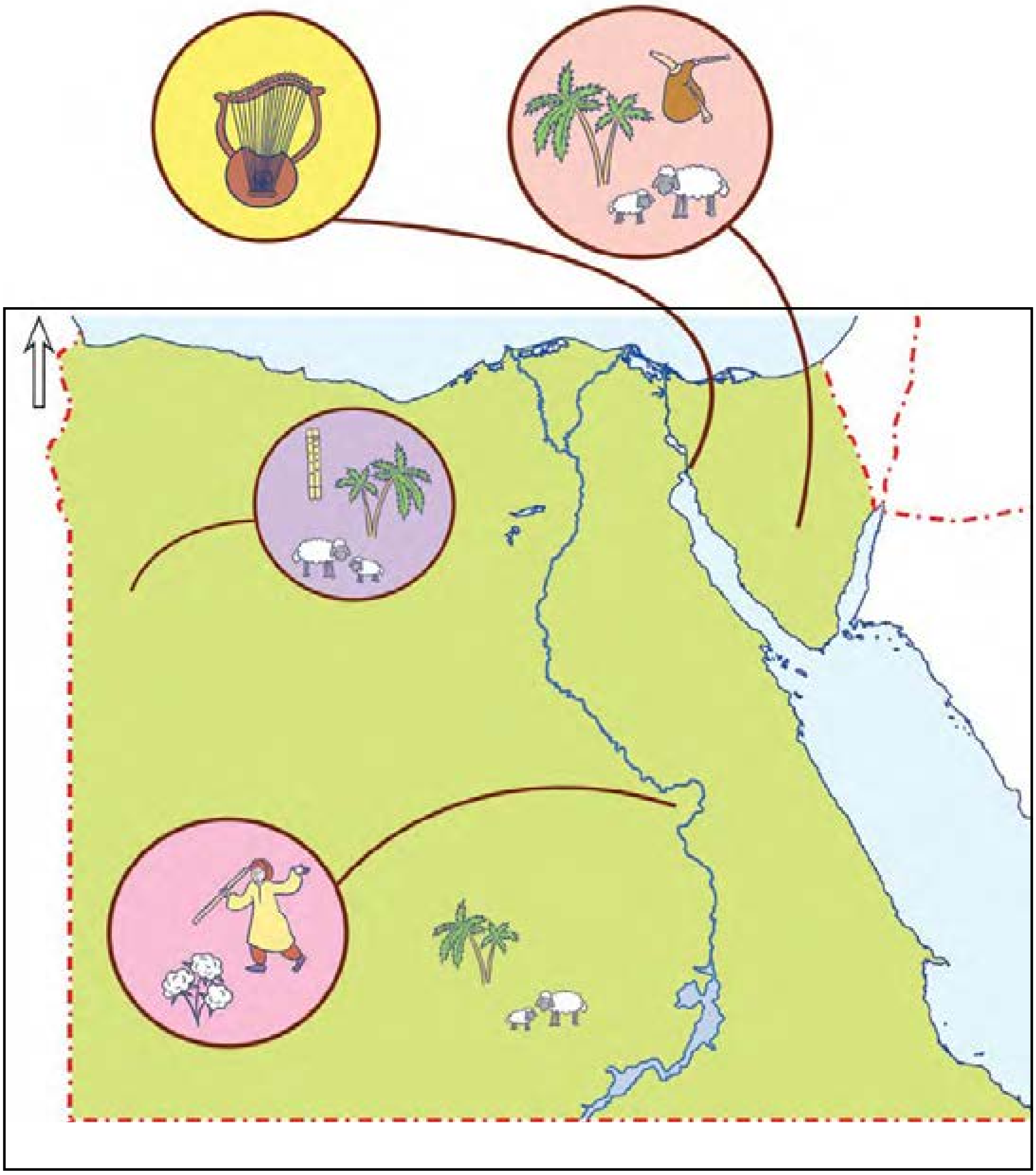
EGYPTIAN NATIONAL ANTHEM

Follow the lyrics below as you read and sing the national anthem. When instructed, cut the lyrics into strips, with one line per strip. Mix them up on the table in front of you.

بِلَادِي بِلَادِي بِلَادِي	لَكِ حُبِّي وَفُؤَادِي
مِصْرُ يَا أُمَّ الْبِلَادْ	أَنْتِ غَايَتِي وَالْمُرَادْ
وَعَلَى كُلِّ الْعِبَادْ	كَمْ لِنِيلِكِ مِنْ أَيَادِي
مِصْرُ يَا أَرْضَ النَّعِيمْ	فُزتِ بِالْمَجْدِ الْقَدِيمْ
مَقْصِدِي دَفْعُ الْغَرِيمْ	وَعَلَى اللَّهِ اعْتِمَادِي
مِصْرُ أَنْتِ أَغْلَى دُرَّةْ	فَوْقَ جَبِينِ الدَّهْرِ غُرَّةْ
يَا بِلَادِي عِيشِي حُرَّةْ	وَاسْلَمِي رَغْمَ الْأَعَادِي
مِصْرُ أَوْلَادُكِ الْكِرَامْ	أَوْفِيَاءُ يَرْعَوُا الزِّمَامْ
سَوْفَ تَحْظَى بِالْمَرَامْ	بِاتِّحَادِهِمْ وَاتِّحَادِي
بِلَادِي بِلَادِي بِلَادِي	لَكِ حُبِّي وَفُؤَادِي

REGIONAL ARTS AND MUSIC

Use the clues drawn in each region and the word bank to match the type of art or music with the region.



folk music

Assaya dance

reed pipe music

bagpipe music

handmade carpets

palm leaf handicrafts

pottery and textiles

FOLKTALES

Follow the teacher along as the folktale is read.

There once was a man who rode a camel through the many regions of Egypt. He saw the great sands of the Western Desert and the palm trees in the oasis in Siwa. He rode through rural areas and met farmers growing cotton. He watched the boats in the Canal region and visited the Great Pyramids in Giza. He saw the High Dam in Aswan that helps control the flooding of the Nile.

When he returned home, he described each of the places he visited to his wife. His wife wove blankets with images that people thought looked real. She wished that she had seen the amazing things her husband had seen, but instead, she wove beautiful blankets that looked like the places her husband visited.

One day, the wife was shaking out the blanket that looked like the Great Pyramids. It had many shades of brown for the stones of the pyramid and beautiful blues for the sky. A strong wind came and stretched out the blanket. It stretched and stretched until it was as big as the pyramids. The wife stepped carefully onto the blanket and visited the Great Pyramids herself.



COMMUNICATION

CHAPTER 3

COMMUNICATION TOOLS



HOW WILL I COMMUNICATE ?

Imagine you have access to all four types of communication pictured below. Match the communication technology you are most likely to use with each scenario. There may be more than one correct answer.

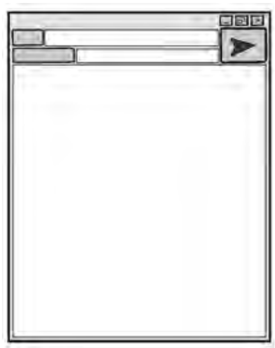
1 You want to invite a friend to come over to play.



2 You want to wish your grandma a happy birthday.



3 You want to tell a friend, who lives far away, about your day.

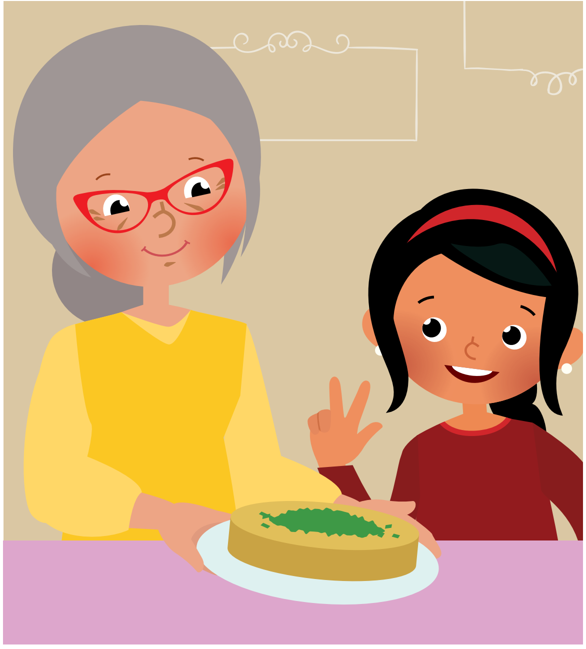


4 You want to place an order for a cake at the bakery.



NOUR'S NEW CLASSMATE

Read the story. Identify the type of communication you think would be best for the new student. Give reasons to support your answer.



Nour arrived home from school.

"Good afternoon, Grandma. We have a new student in our class. Her name is Rana. She is blind. That means she cannot see," Nour tells Grandma.

"Wow. How interesting," Grandma replies.

"Even though she cannot see, she can still read," Nour exclaims.

"How can she do that?" Grandma asks.

"She reads special books. Her books are written in braille. Braille letters are dots that she can feel on the page. Those dots tell her the letters to make words. It is amazing!" Nour says.

"That is indeed amazing. So instead of looking at the words and reading them, she feels the words. But our computers and cell phones do not have braille letters on them. I wonder how she communicates with others," Grandma says.

STRONG OR WEAK

Circle the passwords that are strong passwords.
Write to explain one of your choices.

Password Rules
1. Longer than 8 characters
2. Includes numbers and letters
3. Includes symbols, such as @ # ! &

Which passwords are strong?

DoGdOg12	5DoG##55	C@ts2468
Cats	12345678	1A2b3C4*!

MAKING A STRONG PASSWORD

Read over the password criteria. Work as a group to turn a word you can remember into a strong password.

IDEAS CHART
Names or Letter
Word Ideas
Number Ideas
Symbol Ideas

Word (or letters) to start your password:

BEING RESPONSIBLE ONLINE

Write a note to a student in Primary 1 explaining how he/she can communicate responsibly online.

COMMUNICATION LONG AGO

Read to learn about communication long ago.

Smoke Signals



Long ago, people realized they could communicate using fire or smoke. Smoke from a fire can rise in different sizes, locations, colors, and patterns. Smoke can be used as a code to communicate a message. The message can be sent over a great distance, as long as the smoke is visible. If the distance is too great, a series, or relay, of fires can be used.

Today , colorful smoke is still used to communicate in emergencies.

Telegraph



Before there was a telephone, people could use a telegraph to communicate a message over a long distance. A telegraph sends a series of short and long clicks. The clicks are sent in patterns that can be matched to letters. Every letter is assigned a unique pattern. The person on the other end of the wire interprets the pattern of the clicks to spell words. The code used to send a message over a telegraph is called Morse code.

SECRET LIGHT MESSAGE

Complete the statements to communicate a secret message using light.



Turn light off and on ____________ times

means _ _ _ _ _ _ _ _ _ _ _ _

Turn light off and on ____________ times

means _ _ _ _ _ _ _ _ _ _ _ _

EXPLORING SOUNDS

Test different objects in the classroom to see what sounds they make. Record the name of the object and the sound it makes. If no sound is observed, write "none" in the sound column.

OBJECT	SOUND

DID YOU HEAR?

Choose one or two objects, create a message, and create a sound pattern to communicate that message.

The object(s) we are using is:

Our message is:

Our sound pattern is:

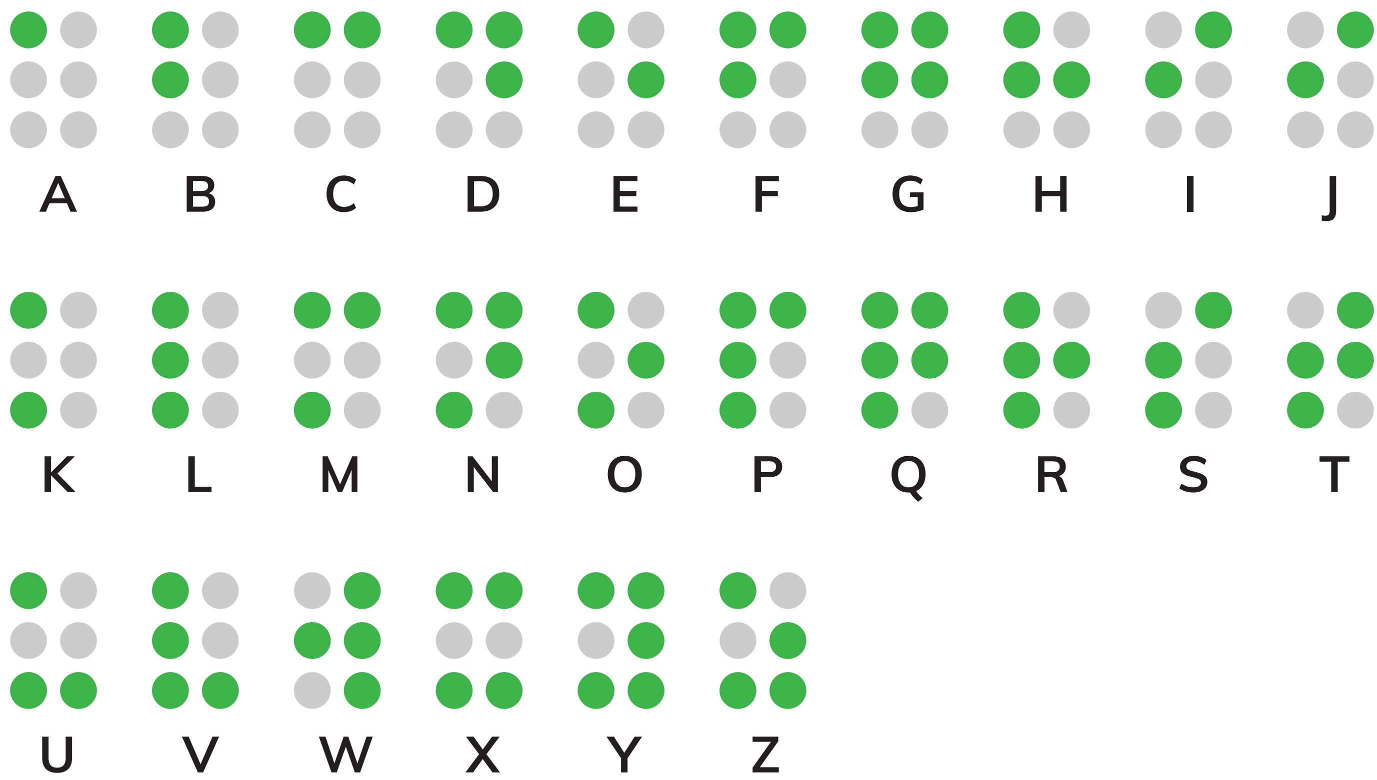
A BUMPY CODE

Read the information below, and then observe the braille code. Record any patterns you see.

A special code was developed for soldiers to read messages in the dark. Louis Braille improved this code. He was blinded as a child and invented his system as a teenager. He used a system of raised dots, or bumps, in a three by two cell.

1	4
2	5
3	6

People read this code, called braille, by feeling the pattern of the bumps. Different combinations of the six bumps are created to form letters, numbers, punctuation, and even musical notes.



A BRAILLE MESSAGE

Use the braille code to create a simple message to send to a friend.

Egyptian Knowledge Bank
بنك المعرفة المصري

الإدارة المركزية لتطوير المناهج
CACD
Central Administration Of Curriculum Development

20/30
EGYPT VISION